DOCUMENT RESUME

ED 298 993 JC 880 419

AUTHOR Freitas, Joseph M.; And Others
TITLE Conversion of the Livermore Education Center to College Status.
INSTITUTION California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE Sep 88
NOTE 35p.; Discussed as Agenda Item Number 7 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 15-16, 1988). Appendixes printed on colored paper.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Planning; *Community Colleges; *Educational Change; Educational Needs; Multicampus Districts; *School Organization; *Transitional Schools; Two Year Colleges

ABSTRACT

In March 1988, the South County Community College District (SCCCD) requested the approval of the Board of Governors of the California Community Colleges to change the status of the Livermore Education Center from an "educational center" to a "college." An analysis by the Chancellor's Office of the request indicated that the District met Title 5 requirements for establishing a new college. The Chancellor's Office assessment of District compliance indicated that: (1) the service area is expected to double in population by the year 2000; (2) the Center, which currently enrolls 23% of the SCCCD's total population, is expected to account for 27% of District enrollments by 1992; (3) the conversion has strong community support; (4) the programs and services currently offered by the Center are sufficient in breadth and depth to constitute a college curriculum; and (5) 1987 projections by the Association of Bay Area Governments indicate increases in the number of jobs in the communities of Livermore, Pleasanton, and Dublin by 116 percent, 229 percent, and 112 percent, respectively, between 1985 and 2005. The Chancellor's Office concluded that there were no feasible alternatives to the conversion, and while its impact on the District's eroding financial reserves could prove problematic, the overall proposal was sound. Appendixes include a history of the site development of the Center following the annexation of the Livermore-Amador Valley, a list of program offerings, and a statement of the general policy for development of colleges in the SCCCD. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Board of Governors
California Community Colleges
September 15-16, 1988

ED298993

CONVERSION OF THE LIVERMORE EDUCATION CENTER TO COLLEGE STATUS

7

For Action, First Reading

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IC 880 419

BEST COPY AVAILABLE

CONVERSION OF THE LIVERMORE EDUCATION CENTER TO COLLEGE STATUS

7

For Action, First Reading

Background

The Livermore Education Center of Chabot College was approved by the Board of Governors in February 1974. Since opening for classes in March 1975, the Center's enrollment has grown to 2,484 ADA, accounting for almost 25 percent of the attendance in the South County Community College District. The Center currently offers a wide range of programs and services that are comparableto those of an established community college. On March 8, 1988, the South County District submitted a formal statement of justification to the Board of Governors requesting approval to designate the Livermore Education Center, or Valley Campus, as a separate college, to be formally named at a later date.

Analysis

Title 5 of the *Administrative Code* vests authority to approve new community colleges with the Board of Governors and the California Postsecondary Education Commission. The South County District has met Title 5 requirements for establishing a new college. The programs and services offered by the Livermore Education Center are, on their own merits, sufficient in breadth and depth to constitute a college curriculum. The local community and neighboring community college districts support conversion of the Center to a college. The change in status should not negatively affect the efficiencies of current operations and should facilitate education in the local service area.

Staff analysis of the South County Community College District's application to change the status of its Livermore facility from an "educational center" to a "college" reveals that the proposed change is justifiable and desirable. Therefore, staff endorses the proposed change.

Recommended Action

It is recommended that establishment of the Livermore Education Center as a separate college in the South County Community College District be approved by the Board of Governors. It is further recommended that the official name of the new college and the resulting district organization be reported to the Chancellor by December 31, 1988.

Staff Presentation: *Joseph M. Freitas, Vice Chancellor*
Administration and Finance

Clarence Mangham, Dean
Facilities Planning and Utilization

David Houtrouw, Facilities Planner

Introduction

South County Community College District (SCCCD) has requested Board of Governors approval to designate the Livermore Education Center as a separate new college. This facility is commonly referred to as the Valley Campus of Chabot College. The authority and responsibility for approving new colleges is prescribed in the *California Administrative Code*, Title 5, Part 6, Division 6, Chapter 11, Section 55825 *et seq*. These regulations provide that the Board of Governors shall approve establishment of each new California community college. The regulations also direct the Chancellor's Office to review district proposals for new colleges and make recommendations to the Board. Such proposals are to contain (1) an Assessment of Needs and Preferences, (2) a Definition of Objectives, and (3) an Analysis of Alternative Delivery Systems. The regulations were established primarily to address the issue of new institutions. The Livermore Education Center, however, has been in operation at its present site since March 1975, following its approval by the Board as an educational center in February 1974.

The Livermore Education Center is a branch of Chabot College, whose main campus is approximately 25 miles to the west in Hayward. (See map on the following page.) The Hayward campus was constructed in 1964 on its present site. Its average daily attendance (ADA) for 1987 was 7,688. The two campuses are geographically separated by the East Bay hills and connected by Interstate Highway 580. The Hayward campus cannot adequately serve the rapidly growing eastern portion of the South County District due to the distance and a commute time of approximately one hour.

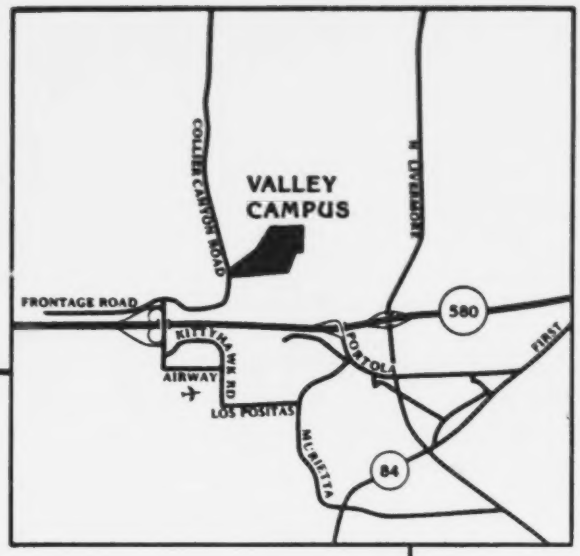
If the Board approves the district's proposal, it will then be transmitted to the California Postsecondary Education Commission for review and recommendation to the Legislature.

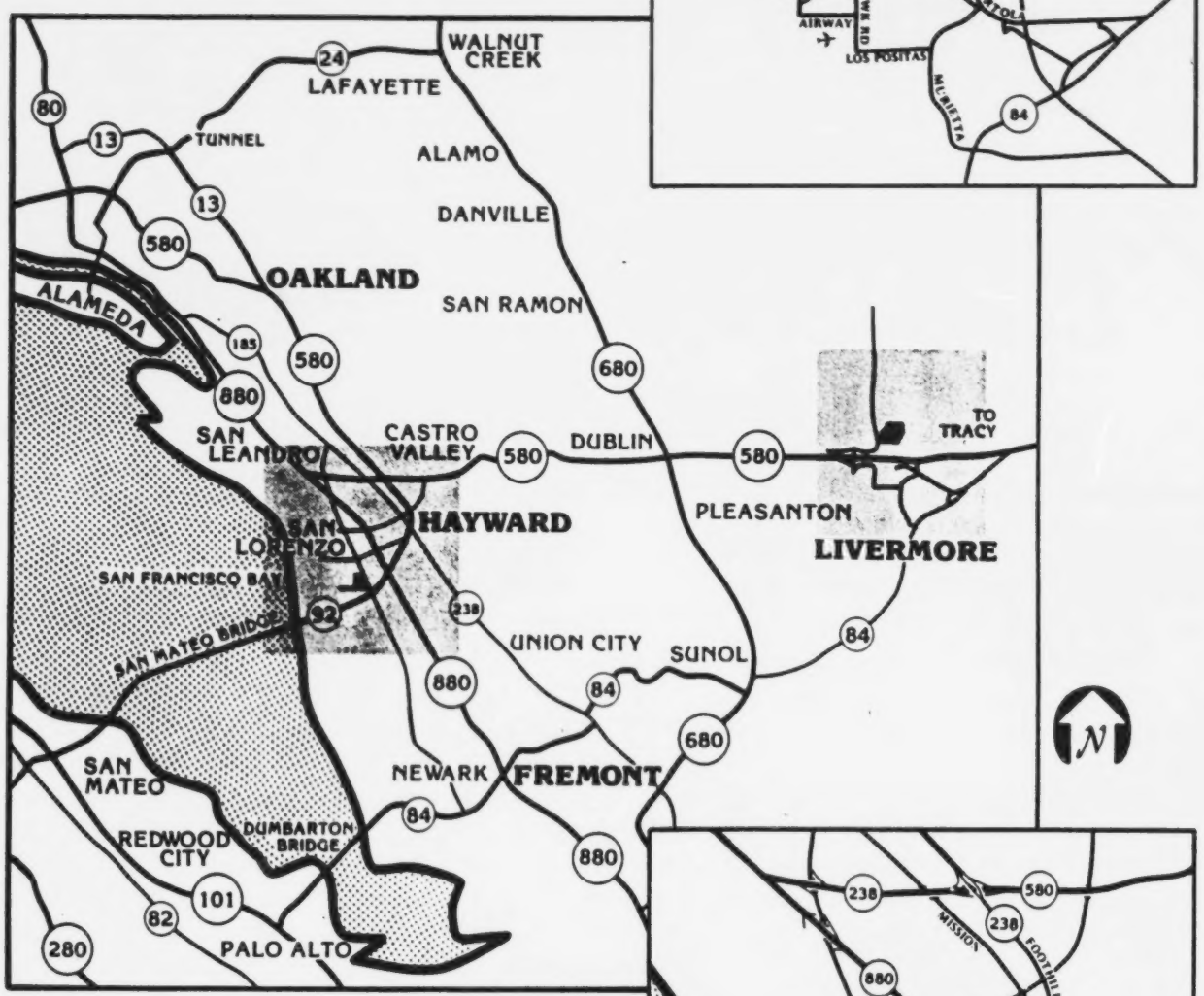
Background of the Proposal

A chronology of events leading up to the proposal - starting with the annexation of the Livermore and Amador Joint Union High School Districts by the South County Community College District in 1962 and ending with submission of the district's proposal - is contained in Appendix A.

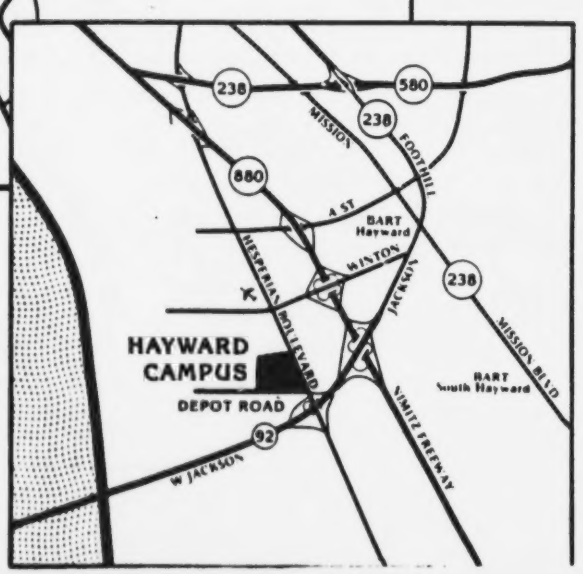
On April 7, 1987, the South County District Board of Trustees adopted a resolution of intent (No. 28-867) to establish the Livermore Education Center as a full-service campus. Shortly thereafter, communications between the district and the Chancellor's Office staff were established. The first issue to arise concerned the applicability of Title 5 regulations. Since the Center was established prior to adoption of current regulations, it was unclear whether formal approval by the Board of Governors would be required. This issue was resolved by an opinion from the Board's General Counsel on July 14, 1987, who concluded that Board review and approval were required.

CHABOT COLLEGE
VALLEY CAMPUS
3033 Collier Canyon Road
Livermore, California 94550
373-5800





CHABOT COLLEGE
HAYWARD CAMPUS
25555 Hesperian Boulevard
Hayward, California 94545
786-6600



A first meeting with district staff to discuss the parameters of the review process took place on August 4, 1987. A subsequent meeting was held on September 24, 1987, at which time an outline of documentation requirements was discussed with district representatives. On October 19, 1987, the district submitted a tentative outline of its justification statement for establishing the Center as a separate college. The official statement of justification was received by the Chancellor's Office on March 8, 1988.

Chancellor's Office Review

Staff representing several divisions within the Chancellor's Office have participated in the review of the South County District's proposal. Included were staff from the Student Services, Academic Affairs, and Fiscal Affairs Divisions. Staff review of the district's justification statement identified several areas in which additional information was needed. These needs were communicated to the district on May 11, 1988. The district's response on June 7, 1988 prompted a subsequent request for clarifications on July 11, 1988. Staff of the district and the Chancellor's Office then met on July 20, 1988, in a working session that resolved the remaining issues. The Final documentation clarifying these issues was provided by the district on August 7, 1988 (see the Analysis section for details).

Title 5 Requirements

As previously indicated, Sections 55825 *et seq.* of Title 5 outline procedures and documentation requirements for the approval of new community colleges and education centers. The district's *Justification Statement for the Requested Change in Status:Livermore Education Center to College Designation* (March 8, 1988) serves as the primary resource document for staff's assessment of the district's compliance with Title 5 requirements. In the following sections, the Title 5 considerations are listed with narrative comments following.

Community Characteristics

The Livermore Education Center is located in the City of Livermore, Alameda County, in the northwest corner of incorporated territory, approximately two miles north of Highway 580 on Collier Canyon Road. Its service area is defined as Census Tract 4511 plus all of the Census Tracts in Trustee Area 5 (Pleasanton-Dublin) and Trustee Area 7 (Livermore-Hacienda Park), except Census Tracts 4351 and 4380. According to U.S. Census Data, the service area contained 104,406 persons and 27,500 families in 1980. The area's population is projected to nearly double by the year 2000. Median age in 1980 was 28.9 and median income was $28,095. Ethnically, the area was predominately White (92.6%) with less than 2 percent each

Asian, Black, and Hispanic. Filipinos, American Indian, and other ethnic groups each constituted 1 percent or less of the population. Current K-12 enrollment in the service areas is 84 percent white, a percentage that is reflected in the composition of the Center's student body.

Unlike the general population, which is 50.3 percent male, the Center's student body is approximately 58 percent female. Seventeen percent of its students already have a college degree, and part-time students constitute 83 percent of enrollment. Half of the students attend only evening classes. The age distribution of students is: 19 years or younger, 22.6 percent; 20-24 years, 23.5 percent; 25-29 years, 14.1 percent; 20-49 years, 33 percent; and 50 years or older, 6.4 percent. The median student age is 26.2 years. Enrollment in fall 1987 was 4,052, which projects to 2,484 ADA for the 1987-88 academic year.

Enrollment Demand

Between the years 1985 and 2005, the populations of Livermore, Dublin, and Pleasanton are projected to increase by 42 percent, 164 percent, and 74 percent, respectively. The eastern portion of Alameda County served by the Livermore Center accounts for most of the overall growth. This rapid growth is also reflected in the distribution of enrollment ADA between the Chabot (Hayward) and Valley (Livermore) campuses of the South County District. Since opening in 1975, the Valley Campus has increased its portion of the total district enrollment from approximately 13 percent to 23 percent. This pattern is projected to continue, with the Center accounting for 27 percent of total district enrollment by 1992.

Overall ADA growth within the district is conservatively projected to slightly exceed 2 percent per year. This increase is almost evenly split between the district's two campuses. Due to its smaller size, however, the percentage of growth at Livermore greatly exceeds that of the Hayward campus.

Community Support

Local support for the conversion of the Livermore Education Center to a full-service college has been very strong. It is evidenced by resolutions of the district's Board of Trustees, frequent newspaper editorials, and letters of support from community service clubs. The Livermore and Pleasanton Chambers of Commerce are on record as supporting full college status for the Center. Superintendent Peter Blomerley of the Fremont-Newark Community College District and Chancellor John Carhart of the Contra Costa Community College District also support the proposal. Opposition has not been evidenced from any quarter.

Programs and Services

The Livermore Education Center currently offers 30 AA-degree programs, 8 of which are not duplicated within the district, and 23 certificate programs, 11 of which are not duplicated within the district. (See Appendix B.) These programs reflect community needs and preferences and have long-established enrollments. A number of additional programs are envisioned in response to current and future labor market trends. These include business, service, engineering, and high technology offerings. The Center's programs reflect the community's economy and demographics, and the needs of a large number of older students who are returning to school to obtain or upgrade job skills. Its transfer program also is well established, reflecting the large percentage of area high school graduates who attend the Valley Campus.

Student services in the form of counseling, assessment, tutoring, EOPS, DSPS, and financial aid are available at the Center. The district has an approved matriculation plan that covers students at both campuses. Plans for the future include expansion of campus services as enrollment increases. Other services available to students include a bookstore and student center. Students and the community alike benefit from the cultural events offered at the Center's Little Theatre.

Labor Market

According to July 1987 projections by the Association of Bay Area Governments (ABAG), the number of jobs in the neighboring communities of Livermore, Pleasanton, and Dublin will increase by 116 percent, 229 percent, and 112 percent, respectively, between 1985 and 2005. Growth in the labor market is evidenced in business, government, and public service entities. Within the Center's service area, research facilities are maintained by Kaiser, Clorox, and Chevron (Bio-Medics). Corporate offices include AT&T, Hewlitt-Packard, and Farmers Insurance. Small business firms include electronics, data processing, and retail establishments. There are also numerous shopping centers, business parks, hotels, and restaurants. Public and governmental services include health care, safety, correctional, judicial, and mental health facilities. Educational programs operated at the Center reflect the needs of the area's labor market and economy.

Objectives of the Proposal

The proposed conversion of the Center to a college is responsive to the growing needs and the preferences of the community, and would fulfill the district's 1962 agreement to provide a full-service college to residents of the area. Specifically, the change in status will allow for the expansion of programs, facilities, and staff commensurate with growth in the Center's service area. This expansion will in turn make college programs and services accessible to a wider range of people. Separate

college status also will enable the district to apply for federal funds and enhance the institution's position in competing for district- and state-allocated funds. Further, the change from a center to college will enhance the institution's reputation and strengthen its ability to attract students, who will be able to identify with a college of their own.

The governance structure will be simplified by allowing for local decision making to address local issues within the framework of district policies. Existing district policy 2012 a & b for the administration and development of colleges provides the framework within which programs and services would be governed and evaluated. (See Appendix C.)

Alternatives

Essentially, there are no feasible alternatives to the district's proposal, since the institution already exists, offering programs and services upon which the community relies. The objectives of the requested change in status are primarily qualitative. The proposal is intended to formally acknowledge what currently exists rather than to authorize the establishment of a new physical entity. Hence, traditional alternate considerations such as different service locations, better utilization of existing facilities, or the use of media-assisted instruction do not satisfy the district's objective. The primary alternative to the proposal is to continue the status quo.

Analysis

There is no inherent commitment to provide additional resources to either the district or a new college associated with the Board's decision on the proposal. A critical concern in considering the South County District's request for approval, therefore, is whether the Livermore Education Center - including its existing program, services, and physical resources - is sufficiently comprehensive to constitute a separate college. The district intends to seek accreditation for the new institution following Board of Governors approval. Livermore already offers collegiate-level courses for transfer, vocational, and technical courses leading to employment, and general liberal arts courses. Consequently, the requirements of Title 5 regulations have been satisfied.

Measured in terms of weekly student contact hours (WSCH) the Center is comparable to a number of existing community colleges. Five colleges in multi-campus districts are approximately the same size: Los Angeles Southwest, Crafton Hills, Kings River, Oxnard and Irvine Valley. Another five colleges in single-campus districts are of comparable size: Compton, Gavilan, Imperial, Santa Clarita and Victor Valley. Finally, there are sixteen other community colleges that are significantly smaller than the Center. This means that approximately 25 percent of

California's 106 community colleges are about the same size or smaller than the Center. The number and types of programs and services offered at Livermore also compare favorably with those of colleges of similar or smaller size.

It is generally expected that most community colleges will ultimately achieve a "balanced" campus in terms of physical facilities and resources, although this is not explicitly stated in either the *Education Code* or Title 5 regulations. This means that they will have a variety of facilities to offer a full range of programs, services, and activities. At this time, however, many community colleges have not reached this level of maturity.

Although Livermore presently lacks adequate physical education facilities, thirteen other colleges also are without gymnasiums at this time. Also, there are two colleges - Coastline and Vista - which are "colleges without walls." This means, in effect, that it is not necessary to achieve a fully balanced campus before "college" status can be conferred. Furthermore, Livermore has recently been approved for a new learning resource center (library) and intends to pursue state capital outlay funds for additional facilities in the future. As for fiscal operating resources, state support is allocated to all districts, including South County, on the basis of ADA. This will not change as a result of the Board's decision on this proposal.

Staff concerns have focused on the potential impact of the proposed new college on the district's fiscal stability. Between 1982 and 1987, the district's general fund balance declined from $7.7 to $1.5 million. This trend could be accelerated if the district were planning to hire additional administrators and staff for the Center without a corresponding increase in revenues. However, the district has assured the Chancellor's Office that additional instructional and support staff will be added only as enrollment increases justify.

Some changes of individual titles with only minor fiscal impact undoubtedly will result from a planned, in-depth study by the district of its administrative organization. Furthermore, the district has adopted a budget for 1988-89 that maintains the prior year's ending balance and halts the further erosion of district reserves. The district also has submitted long-term budget projections through 1993 (Appendix D) that reflect conservative growth projections in both enrollment and staffing.

Based on the district's projections and assurances, Chancellor's Office staff has concluded that the conversion of the Livermore Education Center to a separate college need not in itself place excessive fiscal strain on the district. It remains a matter for continued diligence, however, to ensure that raised expectations do not translate into expenditures that outpace what will be gradual increases in enrollment revenues.

The impact of the proposed change of status on neighboring districts is negligible. The two neighboring districts with potential free-flow impact - Contra Costa and

Fremont-Newark - support the establishment of a separate college. Some students attending Ohlone College in the Fremont-Newark District are from Pleasanton and Livermore. With gradual expansion in college programs, services, activities, and facilities, Livermore will likely enroll many of these students. Diablo Valley College in the Contra Costa District operates an outreach facility at Bishop Ranch in San Ramon. It is unlikely the conversion of the Livermore Center will affect that operation due to the rapid population growth in the San Ramon-Danville area. Long-range plans by the Contra Costa District for a fourth college in that vicinity will ultimately need to take into account the presence of the Livermore campus.

A change in status from a center to a college brings with it a range of potential issues and concerns with which the South County District must deal. Depending on how these matters are resolved, the fiscal stability and, ultimately, programs and services of the district could be affected.

As indicated by the district, no immediate changes in administrative structure are contemplated. The ultimate likelihood of significant changes, however, is considerable when the district's current structure is compared with that of other multi-campus districts with one college the size of the Livermore Center. For example, appointment of a district Superintendent or Chancellor, as distinct from individual college presidents, is the norm. These positions are inherently costly when total district compensation is considered. Additional compensation requirements could also be expected if a president and other high-level administrators were appointed for the new college. To the extent that the conversion of the Center does not create new administrative positions, the impact could be minor.

Full college status brings with it additional responsibilities. Development of a college academic plan and mission statement that identifies its unique role in the scheme of the South County District is time consuming and may incur additional cost. Other costs may include developing separate schedules and catalogs. Various college organizations such as the Academic Senate and student government will likely require attention. Various functions performed by Chabot College for the entire district will need to be duplicated at Livermore. Also, the process of accreditation will require vast commitments of time and energy from staff of the new college. While these matters do not argue against approval, they warrant mention.

Conclusion

Staff analysis of the South County Community College District's application to change the status of its Livermore facility from an "educational center" to a "college" reveals that the proposed change is justifiable and desirable. Therefore, Chancellor's Office staff endorses the proposed change.

Recommendation

It is recommended that establishment of the Livermore Education Center as a separate college in the South County Community College District be approved by the Board of Governors. It is further recommended that the official name of the new college and the resulting district organization be reported to the Chancellor by December 31, 1988.

APPENDIX A

Annexation of the Livermore-Amador Valley and History of the Livermore Education Center Site Development

On October 2, 1962, the Livermore and Amador Joint Union High School Districts voted 1,662 to 498 to join the South County Community College Annexation which became effective on July 1, 1963. The following represents a chronological log of the historical events related to the development of the Livermore Education Center.

April 7, 1963	**Bond Issue Approved:** A bond issue in the principle amount of $17.2 million was approved by the voters. Included was an authorization to purchase the Valley site.
September 5, 1963	**First Classes:** Classes were offered first at Livermore High School, Camp Parks, and Lawrence Livermore Laboratory. The initial offering included 24 classes and enrolled 810 students.
September 6, 1965	**Evening Classes:** Late afternoon and evening program established operations at Granada High School (Livermore) with a total of 31 class offerings.
January, 1965	**Site Purchase:** In line with its commitment to the voters, the District purchased a Valley building site consisting of 147.55 acres at a cost of $392,956.
November 8, 1966	**Reorganization of Trustee Areas:** An election was held in order to provide for one representative from the Livermore-Amador Valley areas.

February 7, 1967 — **General Policy for Development of Colleges in the South County Community College District** (2012a,b) was adopted by the Board of Trustees. This policy outlines the guidelines and practices for organizing a multi-college district.

April 18, 1967 — **Trustee Representative:** Mrs. Dorothy S. Hudgins was elected as the first trustee representing Area 7 from the Livermore-Amador Valley.

September, 1967 — **First Administrative Services:** A full-time coordinator was employed whose major responsibilities included the development of an educational program for the Livermore-Amador Valley.

July 1, 1968 — **Planning:** The Office of Planning and Development was created in order to develop instructional facilities and program planning for the Livermore Education Center.

June 12, 1970 — **Preliminary Planning:** The Office of Planning and Development at Chabot College presented its organizational outline to the Board. This organizational outline addressed the development of the Livermore Education Center.

November 3, 1970 — **Proposition C:** A five-year override measure was attempted. It failed within the District as a whole but passed overwhelmingly in the Valley precincts.

June, 1972 — **Proposition M and N:** The override measure, M and N, for a $0.21 operating tax increase and a $0.21 ten year capital outlay program, failed within the District as a whole but was well supported in the Valley precincts.

July 5, 1972 **Alternatives Considered:** The South County Community College Board of Trustees requested a staff report on alternatives to the building of an additional center in the Livermore-Amador Valley. Educational as well as economic indicators pointed toward the development of the Livermore Education Center.

September 4, 1973 **Center Development:** The South County Community College Board of Trustees initiated a program for planning construction at the Livermore site.

February 21, 1974 **Board of Governors' Approval:** The Board of Governors, California Community Colleges, voted to approve the Livermore Education Center site by Action No. 740703.

March 5, 1974 **Working Drawings Approved:** The South County Community College Board of Trustees approved construction plans and called for bids.

March 21, 1974 **Contract Awarded:** Site development contract was awarded.

June, 1974 **Ground Breaking:** Appropriate ceremonies were held commemorating the beginning of construction.

September 4, 1974 **Facilities Construction:** South County Community College Board of Trustees approved the working drawings and specifications for the second phase of the building program. The contract let on November 19, 1974.

January 15, 1975 **Dean Appointed:** Dr. Barbara Mertes was appointed as the Dean of the Livermore Education Center by the South County Community College Board of Trustees.

March 31, 1975 **Buildings Occupied:** The first classes were scheduled at the Livermore Education Center. The Center opened with 70 class offerings in 22 subject areas and enrolled a total of 606 active day students. The Evening Program commenced use of the new facilities and continued use of the Granada (Livermore), Dublin, and Amador (Pleasanton) High School facilities. Evening enrollment totaled 1,524 in 138 classes. Classes continue to be offered at 46 Valley locations. (See Appendix G.)

The Livermore Education Center had developed an administration-faculty-student registration building (3,008 sq. ft.), a classroom building (3,008 sq. ft.), a science center (3,008 sq. ft.), and a learning resource-classroom building (6,090 sq. ft.), for a total of 15,114 square feet. In addition, an outside double-sized soccer field, basketball courts, and volleyball courts were provided for outdoor activity programs.

March 31, 1975 **Ribbon Cutting:** Official ribbon cutting ceremonies were held to commemorate the opening of the Center.

June, 1975 **Planning:** Staff are engaged in planning the fifth building to be constructed at the Livermore site. This building contains 8 classroom/laboratory facilites. The staff acquired a relocatable building to serve as a campus lounge (1,280 sq. ft.), and an old building, removed from the District's Castro Valley site and placed on the Livermore site, is used as a maintenance-storage building (1,029 sq. ft.).

October 15, 1975 — South County Community College District includes the development of the Livermore Education Center in its **Master Plan** as this Plan relates to Capital Construction funding.

October 19, 1975 — **Dedication Ceremony:** Official dedication ceremonies were observed before a crowd of 500+.

April 20, 1976 — **Application for Campus Status:** The South County Community College Board of Trustees approved a resolution directing the staff to prepare an application to the California Community College Board of Governors and the California Postsecondary Education Commission for campus status.

June 18, 1976 — **Conclusion of First Full Year:** Livermore Education Center passed a milestone on June 18, 1976, having completed its first full year of operation. The Center enrolled 966 active day students in 117 classes in its day program, and an additional 1,853 students in 108 classes in the late afternoon, evening, and Saturday programs. Evening classes continued to be offered at the Amador, Dublin, and Granada High School sites. The Livermore Education Center earned 1515.01 ADA during its first year of operation.

June, 1976 — **Livermore Education Center initiated its first summer session.** The fifth building is ready for occupancy and adds an additional 7,707 square feet to be used as classroom and laboratory space. Staff begin planning for the construction of a multi-purpose activities

center with showers, a counseling/classroom facility, and an addition to the Science Center.

June, 1977 — Data report that the Livermore Education Center earned 1562.06 ADA during its second year of operation, and construction begins on the additional 15,708 square feet of classroom and laboratory space. Mr. Leo Meyer and Consultants are hired to conduct a community needs assessment related to the proposed construction of technical-occupational programs building.

June, 1978 — ADA for the third year of operation hits 1659.87. In spite of the passage of Proposition 13, the staff, with the aid of faculty and staff at the Hayward Campus, begin the planning of a Technical-Occupational Center, classrooms, laboratories, and a large lecture hall to be used for a Little Theater. Because of prospective funding difficulties, the original plans for this complex are reduced to 28,160 square feet rather than the 40,000 originally planned.

June, 1979 — Because of program reductions, both Chabot Campuses experience a drop in ADA. The Livermore Education Center drops to 1596.18 or a loss of 43.69 ADA from the previous year.

June, 1980 — The Livermore Education Center recovers from its previous year's drop in ADA and earns 1696.68 ADA, roughly 18.07% of total ADA earned in the South County Community College District. The Technical-Occupational Center is ready for occupancy in the Autumn, 1980.

June, 1981 — With the completion of the Technical-Occupational Center, the Livermore Education Center is able to expand its program offerings in several areas and to introduce new programs. ADA earned for the 1980-81 Academic Year grows to 1903.90. With the expansion of on-campus classrooms, the Livermore Center discontinues its larger evening offerings at the neighboring high schools; however, it continues its several off-campus sites single course offerings in the Valley's many business and industry sites.

June, 1982 — Now earning roughly 21.05% of the District's ADA at 2295.67 ADA, the Livermore Center staff plan for the construction of a bookstore to be paid from bookstore profits. The Center, also, becomes one of the founding institutions involved with the development of the Learning, Assessment, Retention Consortium (LARC) and initiates a campus study on the feasibility of creating a matriculation model for its students.

June, 1983 — The bookstore facility nears completion and the Center's ADA climbs to 2342.57.

June, 1984 — Program reduction is occurring statewide and the drop in ADA from the previous year is registered at 2092.70; however, even with this drop in the Center's ADA, its percentage of total ADA for the District reaches 21.58%.

December, 1984 — Livermore Education Center is "grandfathered" as an approved operation by the California Postsecondary Education Commission (CPEC) and, thereby, is eligible to

receive State support for appropriate capital outlay projects on the site of its operation.

June, 1985

With the District's decision to eliminate the Alameda County Sheriffs' Department Training Program and to reduce programs related to the training for Tri-Valley Fire Services (both programs were administered by the Livermore Education Center) ADA drops to 1993.17 for the 1984-85 Academic Year.

The Livermore Education Center's Student Assessment Model is selected by the Chancellor's Office as one of 16 sites for staff visitation. The Model has been in operation since the Autumn of 1983.

June, 1985

The South County Community College District's Board of Trustees is reconstituted with the awarding of two trustee seats to the Livermore-Amador Valley. Voting for trustees will be changed from at-large representation to that of wards. The additional Valley seat will be recognized in the November, 1987 election. The Livermore Education Center prepares for expanding its evening program to Foothill High School.

June, 1986

Using a relocatable building format, the construction of a modest student center begins. The current campus lounge structure will be allocated to faculty-staff use (1,280 sq. ft.) and the students will use a 3,200 sq. ft. building for vending machine service, study, and conversation. No food services are available at the

Livermore Education Center. For the 1985-86 Academic Year, the ADA grows to 216C.74.

July 16, 1986 — As result of the District's Accreditation report, received in January, 1986, and with the suggested reorganization of the District's administrative structure, the South County Community College Board of Trustees request that the Superintendent-President prepare a report outlining the criteria needed for separate college accreditation of the Livermore Education Center. (Appendix H.) The Board's request was based, also, on the Valley residents' request for the District to begin a separate college accreditation process for the Livermore Education Center.

August 5, 1986 — Members of the South County Community College District directed that the Superintendent investigate and develop a feasibility study to seek separate college accreditation of the Valley Campus (Livermore Education Center) and to include all of the potential impacts of such an action. (Appendix I.)

September 16, 1986 — The South County Community College Board of Trustees passed a resolution (Resolution No. 15-867 - Appendix J) to designate the Livermore Education Center as a full-service community college campus eligible for state funding of facilities. (The Center had been already "grandfathered in" for eligibility of state supported funding on December 9, 1984.)

October, 1986 — **The Student Center is ready for occupancy;** staff begin study on the feasibility for upgrading the current telephone system installed at the Livermore Education Center.

January, 1987 — **Staff submit the Preliminary Planning Guide (PPG) for the learning resource center building project to the Chancellor's staff.** Planning begins on the feasibility for acquiring relocatable buildings to house the faculty. In addition, renovation of Buildings 100 and 700 is discussed.

April, 1987 — **A new telephone system is installed at the Valley Campus.**

April 7, 1987 — The South County Community College Board of Trustees adopt Resolution No. 28-867: **Approval of Intent to Develop the Livermore Education Center as a Full-Service College.** Discussions begin with Chancellor's Office staff in order to prepare the writing of the Justification Statement for the Requested Change in Status: Livermore Education Center to College Designation. Two additional formal discussions with the Chancellor's staff are held in September and October, 1987.

June, 1987 — **ADA for the 1986-87 Academic Year is 2254.46, 22.61% of** the ADA earned by the South County Community College District.

Summer, 1987 — The renovation of Buildings 100 and 700 begins. **Faculty offices are provided** with the addition of 6,174 sq. ft., now bringing the Livermore Education Center totally developed at 80,474 square feet (Appendix D).

September, 1987	Faculty offices are completed for occupancy, and renovation on Buildings 100 and 700 is 95% completed.
November, 1987	All building projects are completed for occupancy. The Board election produces two new representatives from the Livermore-Amador communites: one from Livermore (Area 7) and one from Pleasanton (Area 5). Five Board members continue their representation from the Union City, Hayward, San Lorenzo, San Leandro, and Castro Valley areas of the South County Community College District.
December, 1987	Preparation of the Justification Statement for the Chancellor, the Board of Governors, and the Postsecondary Education Commission begins.

APPENDIX B

Programmatic Offerings at Livermore Center

1.Current Offerings: AA Degrees provided at the Livermore Center:

*a. Art - Graphic Design
b. Art - Emphasis in Painting
c. General Computer Science
d. Computer Science - Mathematics
e. General Humanities
f. General Social Science
g. Accounting
h. Administration of Justice
*i. Automotive Electronics Technology
j. Business Administration
k. Clerical
l. Computer Information Services
m. Drafting Technology
n. Early Childhood Development
*o. Electronics/Communications Maintenance Technology
*p. Electronics/Computer Maintenance Technology
*q. Fashion Merchandising
*r. Horticulture
s. Industrial Technology
t. Marketing - Entrepreneurship
u. Marketing - Retail Buying
v. Marketing - Retail Management
*w. Radiation Technology
x. Real Estate
y. Scientific Industry Technology
z. Secretarial
aa. Supervision
bb. Technical Illustration
cc. Travel and Tourism
*dd. Vacuum Technology

* AA Degree Programs offered at the Livermore Center exclusively.

2.Current Certificate Programs Offered at the Livermore Center:

*a. Automotive Service Technician
b. Clerical
c. Computer Applications Software
d. Drafting Technology (Electro-Mechanical)
e. Early Childhood Development
f. Electronics
*g. Electronics/Communications Maintenance Technology
*h. Electronics/Computer Maintenance Technology
*i. Fashion Merchandising
*j. Horticulture
*k. Interior Design
l. Marketing - Entrepreneurship
*m. Occupational Health and Safety
*n. Radiation Technology
o. Real Estate
p. Secretarial
q. Supervision
*r. Technical Writing
*s. Visual Merchandising
*t. Vacuum Technology
u. Welding
v. Word Processor I
w. Word Processor II

* Certificate Programs offered at Livermore Center exclusively.

APPENDIX C

Administration

General Policy for Development of Colleges in the South County Community College District

Because of its desire to: 1) enhance equal educational opportunities in higher education for all residents or the district; 2) develop an educational program of the highest quality; and 3) accomplish its purposes with greatest efficiency and economy, the Board of Trustees of the South County Community College District establishes the policy of constructing and operating community colleges or campuses or centers in several areas of the district. Guided by a framework of general policies with direction and coordination by the board and the superintendent, each learning center may be developed as a separate college with as much autonomy as may be realistically possible. The determination to create an additional college(s) shall be made by the board upon recommendation by the superintendent. Each college or campus shall be planned for a maximum full-time day enrollment of 6,500 students and shall be comprehensive in its curricular and co-curricular offerings. In order to provide the greatest flexibility for students, there shall be no attendance areas. Any student within the district may attend the college or campus of his or her choice.

To further explicate the above policy of the board, the following guidelines are prescribed to guide the establishment of additional colleges:

1. Each college of the district shall be encouraged and supported in the development of its own program - designed to serve its students and the communities identified with it. Each college shall operate within district-wide policies established by the board and the superintendent. Each college shall be expected to develop its own character, uniqueness and loyalties.

2. Each college of the district shall be a comprehensive institution. Each shall offer a full range of educational opportunities in transfer programs, technical-vocational education, general education, continuing and adult education, community services and student personnel services, with only those limitations relating to student and community needs and imposed by the avoidance of uneconomical and inefficient duplication. Within this framework, each college may have a different emphasis in its educational program and some specialization - particularly in the area of technical-vocational education. Experimentation will be encouraged.

3. The board and the district management shall give general direction and and coordination to the programs and operations of the colleges and shall provide centralized services and controls. The superintendent shall maintain over-all review of all college operations to avoid duplication, encourage coordination, increase efficiency, and execute board policies.

Administration

General Policy for Development of Colleges in the South County Community College District (continued)

a. Personnel policies and practices shall be uniform with the district.

b. Business and fiscal operations shall be centralized, including budgeting, accounting, fiscal control and purchasing.

c. Policies relative to students shall be uniform throughout the district with respect to admission, scholarship standards, and graduation requirements.

d. The calendars for all colleges shall be essentially identical.

e. Planning, development, and maintenance of the physical plants shall be the responsibility of the district management.

f. The public relations program shall be directed by the superintendent. However, within this framework, the college presidents shall develop close working relationships with the communities which they serve and the staffs of their colleges.

g. The personnel of each college, including both certificated and classified, shall be recognized as a part of the institution. Within the framework established by the superintendent, each college shall recommend the persons to be employed on its staff. It shall be the exception rather than the rule to have personnel transferred from college to college within the district. However, there may be instances where this may be both necessary and desirable. All management appointments within the district and at the colleges shall be subject to the personal review and recommendation of the superintendent.

4. Each college shall seek accreditation as a separate institution.

5. In order to provide for district-wide coordination and to enhance communications, the superintendent shall organize and establish coordination devices in the areas of management, curriculum and instruction, and student personnel. A district-wide Faculty Senate, composed of representatives from each college's Faculty Senate, shall be encouraged.

6. The administrative organization shall follow the same pattern for each college except as size and special applications may warrant exceptions. Presidents of the colleges shall report directly to the superintendent.

Policy 52, Adopted: February 7, 1967
Revised: July 6, 1976

South County
Community College District

SOUTH COUNTY COMMUNITY COLLEGE DISTRICT

A. Long Term Budget Projection 1986 - 1993

YEAR	Actual 1986/7	Actual 1987/8	projected 1988/9	projected 1989/90	projected 1990/1	projected 1991/2	projected 1992/3
Dist. ADA	9,972.19	10,173.00 Fully Cap'd ADA	10,394.77	10,621.38	10,852.92	11,089.52	11,331.27
District Growth in ADA			2.18%	2.18%	2.18%	2.18%	2.18%
COLA			4.70%	0.00%	0.00%	0.00%	0.00%
Tot. Expend.	$31,811,654	$33,763,077	$34,300,869	$34,986,886 (1)	$35,599,157 (1)	$36,222,142 (1)	$36,856,030 (1)

B. Ratio of Expenditures Between Hayward and Valley Campuses

YEAR	Actual 1986/7		Actual 1987/8		projected 1988/9		projected 1989/90		projected 1990/1		projected 1991/2		projected 1992/3	
	% of Dist. Budget		% of Dist. Budget		% of Dist. Budget		% of Dist. Budget		% of Dist. Budget		% of Dist. Budget		% of Dist. Budget	
% District	26.14%		24.80%		24.75%		24.50%		24.50%		24.25%		24.00%	
% Hayward	55.06%	0.77	56.10%	0.79	56.00%	0.77	55.75%	0.76	55.50%	0.76	55.50%	0.76	55.25%	0.75
% Valley	16.26%	0.23	16.80%	0.21	17.00%	0.23	17.50%	0.24	17.75%	0.24	18.00%	0.24	18.50%	0.25
% Apprent Prog	2.54%		2.30%		2.25%		2.25%		2.25%		2.25%		2.25%	
	100.00%		100.00%		100.00%		100.00%		100.00%		100.00%		100.00%	

(*) Ratio of Expenditures between Hayward and Valley Campuses Projecting gradual movement to a 3 to 1 ratio.

APPENDIX D

SOUTH COUNTY COMMUNITY COLLEGE DISTRICT

C. Long Term Budget Projection & Staffing Pattern

VALLEY CAMPUS

YEAR	Actual 1986/7		Funded Actual 1987/8		projected 1988/9		projected 1989/90		projected 1990/1		projected 1991/2		projected 1992/3	
Valley ADA	2,254.46		2,484.11		2,583.48		2,686.81		2,794.29		2,906.06		3,022.30	
							## projected 4%growth/yr for the Valley Campus ------>							
Valley ADA as % of District	23%		24%		25%		25%		26%		26%		27%	
Valley "Share" Expenditures	$5,637,435		$5,220,274		$5,831,148	(1)	$6,122,705		$6,318,850		$6,519,986		$6,818,365	
		FTE*		FTE		FTE		FTE		FTE		FTE		FTE
1000	$3,092,395	48.8	$3,094,422	48.8	$3,494,615	49.8	$3,631,088	51.0	$3,756,088	55.5	$3,863,649	57.0	$4,065,436	60.0
2000	$894,056	34.6	$769,260	34.6	$901,586	36.6	$940,602	37.6	$987,232	39.0	$1,026,232	41.0	$1,116,757	43.0
3000	$588,462		$602,346		$775,590		$853,337		$863,898		$908,181		$947,679	
4000	$192,687		$157,584		$230,202		$234,219		$238,904		$241,293		$266,118	
5000	$335,477		$187,824		$198,154		$225,136		$229,639		$232,680		$237,334	
6000	$534,358		$408,838		$231,000		$238,323		$243,089		$247,951		$185,041	
SUM	$5,637,435	83.4	$5,220,274	83.4	$5,831,148	86.4	$6,122,705	88.6	$6,318,850	94.5	$6,519,986	98.0	$6,818,365	103.0

*FTE = Number of FTE Regular Positions, Certificated (1000) or Classified (2000)
Additional FTE will accommodate growth

(1) District Expenditures times "% Valley" on Table B

SOUTH COUNTY COMMUNITY COLLEGE DISTRICT

D. Long Term Budget Projection & Staffing Pattern

District Office Operations

YEAR	Actual 1986/7	Actual 1987/8		projected 1988/9		projected 1989/90		projected 1990/1		projected 1991/2		projected 1992/3	
District "Share" Expenditures	$9,606,771	$8,599,505		$8,489,465		$8,571,787 (1)		$8,721,793		$8,783,869		$8,845,447	
	Breakdown not		FTE*		FTE		FTE		FTE		FTE		FTE
1000		$541,178	8	$576,355	8	$582,118	8	$596,671	8	$602,638	8	$608,664	8
	made on Major												
2000		$2,731,478	98	$2,909,024	99	$2,938,114	99	$3,011,567	101	$3,041,683	102	$3,072,100	103
	Classification												
3000		$1,330,461		$1,466,941		$1,481,610		$1,518,651		$1,533,837		$1,549,176	
	Separating												
4000		$333,707		$353,398		$358,952		$367,926		$371,605		$375,321	
	Hayward from												
5000		$3,204,900		$2,865,145		$2,493,796		$2,556,141		$2,581,703		$2,607,520	
	District												
6000		$457,781		$145,000		$148,625		$152,341		$153,864		$155,403	
SUM	$9,606,771	$8,599,505	106.0	$8,317,863	107.0	$8,003,216	107.0	$8,203,297	109.0	$8,285,330	110.0	$8,368,183	111.0
Amount Available for Special Capital Outlay Projects =				$171,603		$568,571		$518,497		$498,540		$477,264	
Total =				$8,489,465		$8,571,787		$8,721,793		$8,783,869		$8,845,447	

*FTE = Number of FTE Regular Positions, Certificated (1000) or Classified (2000)
Staffing includes District Maintenance and Operations Staff assigned to work on both campus locations, as well as District Business Services, Personnel Office and Executive Staff.
Additional FTE will accommodate growth on both campuses

(1) District Expenditures times "% District" on Table B

Appendix D 3

SOUTH COUNTY COMMUNITY COLLEGE DISTRICT

E. Long Term Budget Projection & Staffing Pattern

HAYWARD CAMPUS

YEAR	Actual 1986/7	Funded Actual 1987/8		projected 1988/9		projected 1989/90		projected 1990/1		projected 1991/2		projected 1992/3	
Hayward ADA	7,717.73	7,687.97		7,811.30		7,934.56		8,058.64		8,183.46		8,308.97	
Hayward ADA %	77%	76%		75%		75%		74%		74%		73%	
Hayward "Share" Expenditures	$17,579,592	$19,153,705		$19,208,487		$19,505,189	(1)	$19,757,532		$20,103,289		$20,362,956	
	Breakdown not		FTE*		FTE		FTE		FTE		FTE		FTE
1000		$11,703,855	263.7	$11,780,654	265	$12,095,769	265	$12,306,727	266	$12,433,432	268	$12,606,374	270
2000	made on Major	$2,739,448	128.4	$2,890,118	129	$2,909,019	129	$2,938,109	130	$2,987,490	131	$3,017,365	132
3000	Classification	$2,385,210		$2,516,397		$2,541,334		$2,566,747		$2,642,414		$2,668,838	
4000	Separating	$680,373		$714,392		$721,536		$728,751		$786,038		$803,899	
5000	Hayward from	$848,470		$890,894		$899,802		$908,800		$922,432		$931,657	
6000	District	$796,349		$416,034		$337,730		$308,398		$331,482		$334,823	
SUM	$17,579,592	$19,153,705	392.1	$19,208,487	394.0	$19,505,189	394.0	$19,757,532	396.0	$20,103,289	399.0	$20,362,956	402.0
APPRENTICESHIP PROGRAM Special Funding		$789,593		$771,770		$787,205	(2)	$800,981		$814,998		$829,261	
TOTAL DISTRICT BUDGET		$33,763,077		$34,300,869		$34,986,886		$35,599,157		$36,222,142		$36,856,030	

*FTE = Number of FTE Regular Positions, Certificated (1000) or Classified (2000)
Additional FTE will accommodate growth

(1) District Expenditures times "% Hayward" on Table B

(2) District Expenditures times "% Apprent Program" on page 1

ERIC Clearinghouse for Junior Colleges NOV 11 1988